



Spring 2015

Student Support Unit Assessment Panel

Anne Lundquist

Western Michigan University, anne.e.lundquist@wmich.edu

Kate Bates

Western Michigan University, katherine.bates@wmich.edu

Laura Darrah

Western Michigan University, laura.darrah@wmich.edu

Dianna E. Sachs

Western Michigan University, dianna.sachs@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/assessment_day



Part of the Educational Assessment, Evaluation, and Research Commons

WMU ScholarWorks Citation

Lundquist, Anne; Bates, Kate; Darrah, Laura; and Sachs, Dianna E., "Student Support Unit Assessment Panel" (2015). *Assessment in Action Conference*. 37.

https://scholarworks.wmich.edu/assessment_day/37

This Presentation is brought to you for free and open access by the Assessment at ScholarWorks at WMU. It has been accepted for inclusion in Assessment in Action Conference by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



Student Support Unit Assessment Panel

- Facilitator
 - Anne Lundquist, Division of Students Affairs
- Presenters:
 - Kate Bates, Student Activities and Leadership Programs
 - Laura Darrah, Residence Life
 - Dianna Sachs, University Libraries

Assessment at University Libraries

Dianna Sachs
Instructional Services Librarian
dianna.sachs@wmich.edu

Why Assess?

- What is working as intended, what is not?
- What can work better?
- Clarify objectives
- Evidence-based and outcomes-based decision making
- **Not** to judge individuals

What to Assess?

- | | |
|---------------------|-------------------------|
| • Students | • Learning |
| • Faculty | • Teaching |
| • Staff | • Research |
| • Library employees | • Satisfaction |
| • Community | • Recruitment/Retention |

How to Assess?

- Direct/Indirect
- Short-term/Long-term
 - Surveys
 - Interviews
 - Focus Groups
 - Pre/Post Assessments
 - Analysis of Student Work
 - Usability Studies
 - Usage Data

Student Feedback on Instruction

- Assessment: Survey and open-ended feedback
- Found: Over 90% agree that instruction “will make it easier to complete assignment.” Suggestions for improving specific classes
- Result: Good individual-level feedback, limited applicability for global assessment

LibQUAL+

- Assessment: Triennial “perception” survey
- Found: Overall satisfaction, but areas need improvement
- Result: “Low hanging fruit” and communicate responsiveness

Faculty Attitudes

- Assessment: Surveyed faculty
 - Perception of student research ability?
 - Perception of library research instruction?
- Found: Preference for online or *short* in-class research instruction; High value on student info. lit./research ability
- Result: Emphasis on these options in outreach; Higher use

Online Tutorials

- Assessment: Students complete “old” or “new” info. lit. tutorial; Complete quiz, mock research project; Focus groups
- Found: Student *learning* similar; Students *preferred* newer tutorial
- Result: Continue to update tutorial based on student feedback; Continue to assess student success
- *Next update coming this fall

Information Literacy in Health Sciences

- Assessment: Students pass placement exam or 1-credit course; Review info. lit. demonstrated in subsequent research/writing course
- Current: Gathering data, establish baseline for long-term comparison

Lessons Learned

- Start small and simple
- Know your *desired outcomes*
- Close the loop! Gather data, implement change, assess again

WMU Libraries

Dianna E. Sachs

dianna.sachs@wmich.edu

- http://scholarworks.wmich.edu/library_pubs/

Using National Benchmarking Data for Affirmation, Improvement and Change

mpact

Laura Darrah
Assessment In Action
April 3, 2015

Benchmarking Instruments

EBI → now called Skyfactor

- Residence Life – Residence Halls; Staff; Apartments
- College Union/Student Center
- Campus Climate/Diversity – Student; Faculty/Staff
- Student Activities – Activities; Leadership; Greek Life
- Career Services Assessment
- Counseling Assessment
- Recreation Services Assessment
- Academic Advising
- First Year Initiative (FYI) Assessment

www.skyfactor.com

NASPA Consortium → facilitated via Campus Labs

- Career and Professional Aspirations
- Mental Health and Counseling
- Student Unions and Programming
- Fraternity and Sorority Life
- Campus Recreation
- Campus Activities and Student Involvement
- Residence Life
- Orientation and New Student Programs
- Student Conduct

www.naspaconsortium.org/

Survey Says!



EBI 2012-13

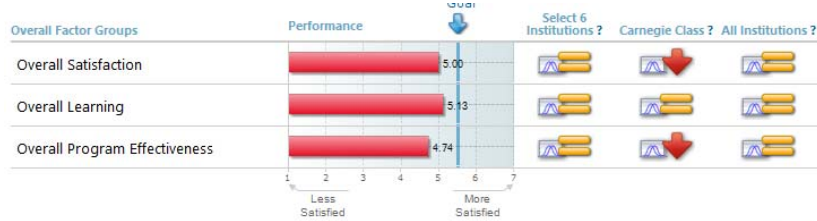
- 2 instruments –halls + apartments
- Data reported in three constructs
 - Satisfaction – 9 factors
 - Learning – 7 factors
 - Overall – 3 factors
- **Halls - comparative groups**
 - Select 6: CMU, NMU, Ohio Univ, Kent State, Oakland, Wayne State
 - Carnegie Classification – high research activity: 34 institutions
 - All: 250 institutions
- **Apartments - comparative groups**
 - Select 6: Kansas State, Michigan Tech, NMU, Oakland, Univ. of IL Springfield, Wayne State
 - Carnegie Classification – high research activity: 6 institutions
 - All: 65 institutions

EBI 2012-13 Results – Performance Indicators

Performance Indicators - Halls



Performance Indicators - Apartments

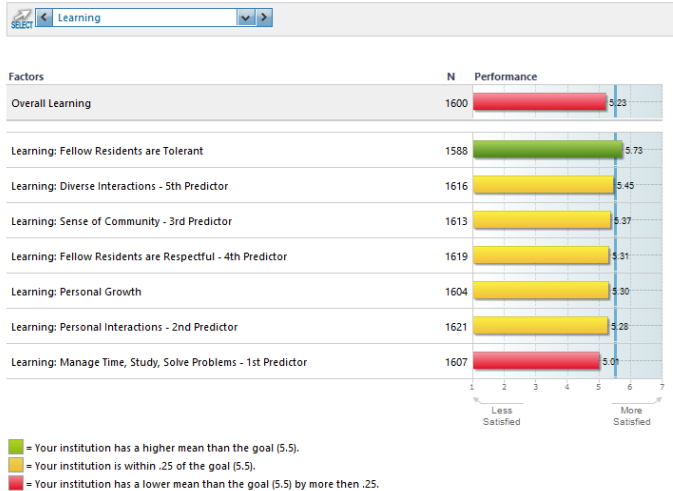


EBI 2012-13 Results – Indicator Factors

Strengths/Weaknesses – With which aspects of the experience are Western Michigan University students most and least satisfied?

Learning

Population: Western Michigan University (Number Responding = 1755)



EBI 2012-13 Results – External Benchmarks

Satisfaction

Population: Western Michigan University (Number Responding = 1755)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Satisfaction: Hall/Apt Student Staff			
Satisfaction: Hall/Apt Programming			
Satisfaction: Room/Floor Environment - 7th Predictor			
Satisfaction: Facilities			
Satisfaction: Services Provided			
Satisfaction: Room Assignment or Change Process - 6th Predictor			
Satisfaction: Safety and Security - 8th Predictor			
Satisfaction: Dining Services - 2nd Predictor			
Satisfaction: College/University			
Overall Satisfaction			

EBI 2012-13 Results - Recommendations

Overall Learning Factors	Impact on Overall Learning	Contribution to the Total Impact	Factor Performance	Recommendation Category
High Impact Factors				
Learning: Manage Time, Study, Solve Problems	1st Predictor	19.5%	Below Goal (5.01)	Top Priority
Learning: Personal Interactions	2nd Predictor	11.8%	Below Goal (5.28)	Top Priority
Learning: Sense of Community	3rd Predictor	9.8%	Below Goal (5.37)	Top Priority
Learning: Fellow Residents are Respectful	4th Predictor	8.3%	Below Goal (5.31)	Top Priority
No/Low Impact Factors				
Learning: Diverse Interactions	5th Predictor	3.4%	Below Goal (5.45)	Monitor
Learning: Personal Growth	Non Predictor	0.0%	Below Goal (5.30)	Monitor
Learning: Fellow Residents are Tolerant	Non Predictor	0.0%	Above Goal (5.73)	Maintain

EBI 2012-13 Results

High Impact Factors	Predictor	Action
Personal Interactions	1	Emphasize floor events more; improve roommate relations with Get To Know You guide; revise hall gov't to leadership council model
Manage Time, Study, Solve Problems	3	Spring semester all halls do a time management program; LCAs focus on creating study groups and training includes learning styles
Fellow Residents are Respectful	4	Roommate relations resources; consistency in policy enforcement
Sense of Community	5	Emphasize floor events more; Required floor program in Sept and Jan
Room Assignment or Change Process	6	New housing assignment system; implemented lottery for single rooms and summer wait list for reassignment requests

Survey Says!



NASPA Consortium 2013-14

- 21 institutions; WMU 3% of overall responses
- Sample of 605 on- and off-campus residents
- Assessment Focus: impact of on-campus living and programming; impact of student staff experience

Participating institutions:

Alvernia University	University of Connecticut
Bowling Green State University	University of Florida
Clarion University	University of Nevada, Las Vegas
Eastern Connecticut State University	University of New Haven
Emporia State University	University of North Carolina at Chapel Hill
Loyola University-New Orleans	University of Texas-Pan American
Mount St. Mary's University	University of Texas-San Antonio
North Dakota State University	Wake Forest University
Southern Connecticut State University	West Chester University
Southern Utah University	Western Michigan University
University of Alabama	

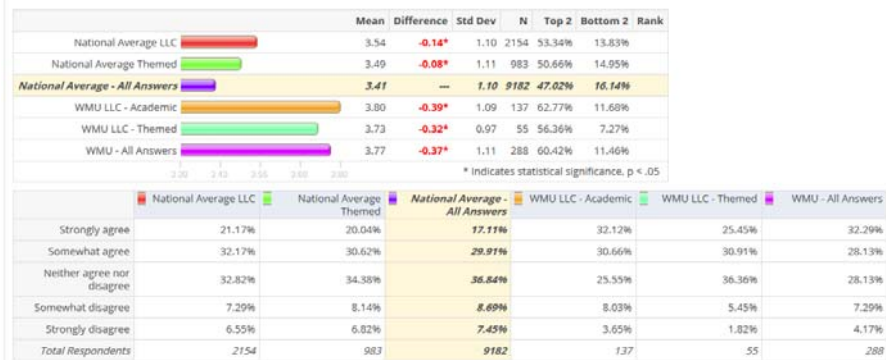


NASPA Consortium 2013-14 Results

Please indicate your level of agreement with the following statements:

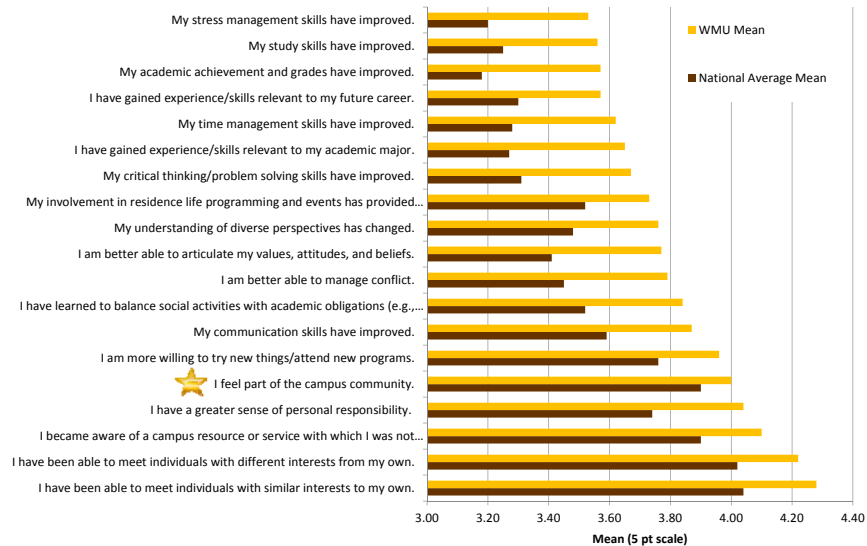
As a result of participating in residence life programming and events . . . I am better able to articulate my values, attitudes, and beliefs.

Graph



NASPA Consortium 2013-14 Results

As a result of Res Life programs...



WMU also topped the national average for being described as a respectful and welcoming environment.

1. True
2. False



WMU also topped the national average for being described as a respectful and welcoming environment.

1. True

2. False

- Respectful 3.21 / 3.36 → - 0.15 mean difference
 - Statistically notable for Frosh, Juniors, Seniors
- Welcoming 3.24 / 3.33 → - 0.09
 - Statistically notable for Soph, Seniors

NASPA Consortium 2013-14 Results

	National Average - All Answers	WMU - All Answers
Race/ethnicity/culture	52.35%	60.39%
Life experiences	49.90%	53.32%
Sexual orientation	33.62%	41.97%
Geographic (where people grow up)	43.52%	40.26%
Gender	30.45%	36.62%
Religion/spirituality	33.07%	31.69%
Age	21.73%	30.19%
Socio-economic status/class	32.17%	30.19%
Disability	19.86%	25.05%
Political views	27.04%	21.20%
Social justice/oppression and privilege	15.36%	17.13%
I have not learned more about diversity since living on campus/in the res halls.	15.93%	13.49%
Other (please specify)	5.05%	7.28%
Total Respondents	14198	467

NASPA Consortium 2013-14 Results

What We Learned	Action
Staff programming is impactful	Programming model, training are good; rationale for programming affirmed
Learning stress management techniques one of our lower mean scores for programming impact (3.51)	Challenged staff to shift more to teaching techniques than one-time fun events
18% of WMU students say they don't go to programs because they are shy	Discussed program promotion and recruitment techniques
Respectful and welcoming environment below national norm	Keep this in mind beyond Fall Welcome and the start of the year
Differences between the RA and LCA experience	Using results in marketing, staff developments regarding what you get from the experience

Benchmarking provides...

- Different lens with which to view what you do
- Self-selected comparison groups and national norm
- Easily digestible data
- Valuable in setting priorities

Doesn't need to be annual...can be pricey



mpact

Laura Darrah
Assessment In Action
April 3, 2015

Remaining Relevant

*Using Data to Tell
Your Story*



Kate Bates, Student Activities and Leadership Programs

Our Story

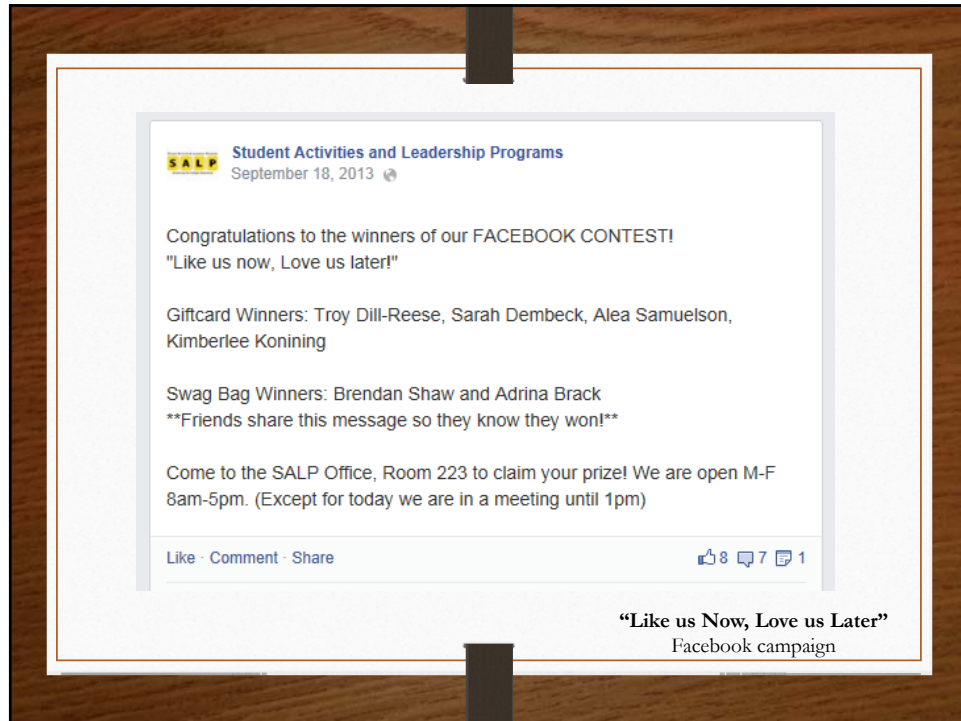
Asking the Hard Questions

Self-study/External Review

Data Sitting on the Shelf

Collaborators





It's a Neverending
Story...
